Learning conditions:

That learning is not taking place and was not Aigom and only if the conditions essential to his. The level of learning and integrity and accuracy is affected by the level of the conditions upon which, and the degree of integration Htanasgaha inside or outside the individual and the most important conditions of learning are needed by the following conditions:

1 - The face of the individual human being or an animal

Position or a problem prevents the satisfaction of his needs or satisfy the motives, or hinder the activity which is practiced to achieve the goal of its objectives, and may be direct, close and clear as it gets to the student when asked to solve a math problem is displayed in a specified time. Tries to solve and perhaps mistaken because it avoids the steps that led him in error and stick to the steps that brought him to the solution and through the activity of these practices and learn to resolve this issue. The issue may be long and indirect, as happens to everyone at the expected condition he learns how to organize his food and how to draw the expected movements.

From this point of recommended specialists in education and education must rely in the teaching of some materials to create the positions are for students to serve as the problems of challenging them and require them to engage in activities that help them pain equivalents to cope.

2 - and the motives of the individual mobile

That learning is not taking place and was not without motivation. And that the motives of man in particular are many and intertwined and difficult to isolate and restrict them from each other.

That the motives are not behavioral manifestations can be found, inventory and audit aspects. But is the idea reached the conclusion of the behavior of organisms at various levels. Say Kitts motives (as a general term to denote the dynamic relationship between objects and Baitaatha). And motivation what is not (the case of internal = = physical or psychological cause behavior in certain circumstances, and pursued until the end to a very certain). and motivations of different types: inherited and environmental, emotional and unconscious.

That the assumption of the existence of the motives behind all learning is confirmed by the following evidence: -

1 - the continuing activity of the individual and not stop to be achieved the goal of this activity, and to prevent the activity it is necessary to return to it after the removal of inhibitor directly. This is proof that there was a movement of his behavior in order to achieve a specific goal. This force is called (motive) .

2 - a disagreement the ability of some learners from time to time. It is the position to another similar to it despite the lack of change factors, virtual, for example, note that the students rush their activity sports to play ball when the game at a party Ahoudarhama some of the cares and wants to get impressed by the , while it may weaken the activity and less desire to continue a game when it is away from them. Matvser and this change only assuming the existence of a motive in the position of greening, and absent in another position, or moving in time and rest at another time.

3 - a disagreement learning ability between the two individuals are identical in capabilities and characteristics upon which the learning. This difference is usually interpreted the existence of internal psychological act as motives tend to increase the speed of learning or

to reduce its numbers, and these psychological conditions vary from one individual to another, and lead to different the level of their education.

4 - a disagreement tendency of the individual and dash towards learning in a particular area of activity and lack of inclination or dash to learning in another. May be motivated that relate to the first and saturation through learning and activity in it. While there are no similar motives on the other side you pay to the activity and practice.

5 - the individual situation is different from learning in one area from time to time. It is noted that the student differs from his in learning some of the themes in the days of her normal in the days of the exam.

The functions of motivation in the learning process

Of the most important functions of motivation in the learning process are: -

- It increases energy and evoke the learner activity.

- Motives in the process of selection of the activity. Learner responds to some stimuli and not respond to the other, because the motives in her first relationship more than the second did not respond with full Valemraehg read what you read and adolescence Dwagh Maichba motives.

- Motives that direct behavior, so that the motive of conduct directed towards the activity that would please him, individuals who feel satisfied with their sense of moving to the strength of the movement behavior first and pick the right activity for their abilities and moves into a second Mireda needs.

3 - natural maturity: -

Maturity of the organism of the conditions of learning. If we want to know a child reading and writing There can achieve this only when the child reaches age specific help him learn to read and write.. This means that the child Aatalm only when the maturity of the mental level, which qualifies him for that. Despite the scalpel that natural maturity of the conditions of learning, he is a Aaada to learn alone, a child learns to speak at the end of the second year if he lived among the members speak with him but if he lived in isolation from the others, he would not learn the language no matter how old and no matter how arrived Maalndj normal.

Nothing mature natural learning

Intended to maturity is a natural growth and development that occurs as a result of the genetic makeup of the individual, without the need for training and practice or thinking and observation. This is different from learning that lead to behavior change and personal because of the practice and physical activity, mental and social. Both sides maturity and learning interact to the point makes it difficult to distinguish the results phenomenon in the behavior of the individual and the Mini to the maturity or learning.

But in theory to distinguish between maturity and learning according to the following indicators: -

1 - maturity. Internal sequential growth process involving all aspects of the organism occurs in a non-emotional and continues even in sleep. While the process of learning the process of involuntary and unconscious in most cases is greatly affected by environmental factors.

2 - that learning leads to different patterns of personality figures not be any similar result for

learning There is a difference between the cultured and educated. While the manifestations of maturity very close to all the members of the sex.

3 - the impact of the environment in maturity less than its impact on learning. That depends on the learning environment in which the individual lives.

That the relationship between learning and maturity benediction with great interest by scholars and specialists in theory and experimental, and most famous of these experiments in this area: -